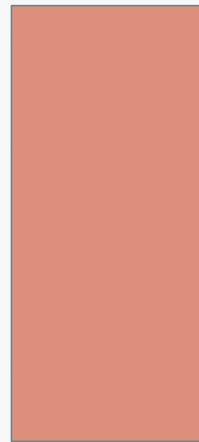


AZELLA UPDATE

12-12-12



OVERVIEW

- Spring 2013 Administration
 - Two forms – Placement to remain in the district; annual
 - Kindergarten PHLOTE students
- Reports
 - Reporting changes
 - 3 Criteria for proficiency determination
- Test Information
 - Blueprint
 - Rubrics
- What's Ahead?

Spring 2013 AZELLA
Test
ADMINISTRATION

KEY DATES *FOR* AZELLA DISTRICT TEST COORDINATORS

2012

- ✓ Nov. 16 - Complete Pre-Test Workshop
- ✓ Nov. 26 - Data extracted from SAIS
- Dec. 10 - 14 - Verify participation counts

2013

- Jan. 7 - Test Security Agreement to ADE
- Jan. 8 - Test materials in districts
- Jan. 7 - Feb. 8 - Order additional materials
- Jan. 14 - Feb. 22 - Spring 2013 AZELLA Test Window
- Feb. 28 - Final date to arrange pick-up of test materials

PARTICIPATION COUNTS

This week!

- AZELLA District Test Coordinators
- December 10 through December 14
- PearsonAccess

Users Guide and Training Video posted at Arizona
AZELLA/Related Links

1. Verify contact information and shipping address
2. Select Spring 2013 AZELLA paper report preference
3. Enter participation counts

Must complete prior to any materials being shipped.

SPRING 2013 AZELLA TEST WINDOW



- Time is needed to process, score, and provide data for Standard Setting in early May 2013.
- Student proficiency levels cannot be reported until this process is complete.

Standard Setting is May 6-8, 2013

SOME STUDENTS WILL TAKE BOTH AZ-2 AND SPRING 2013 AZELLA

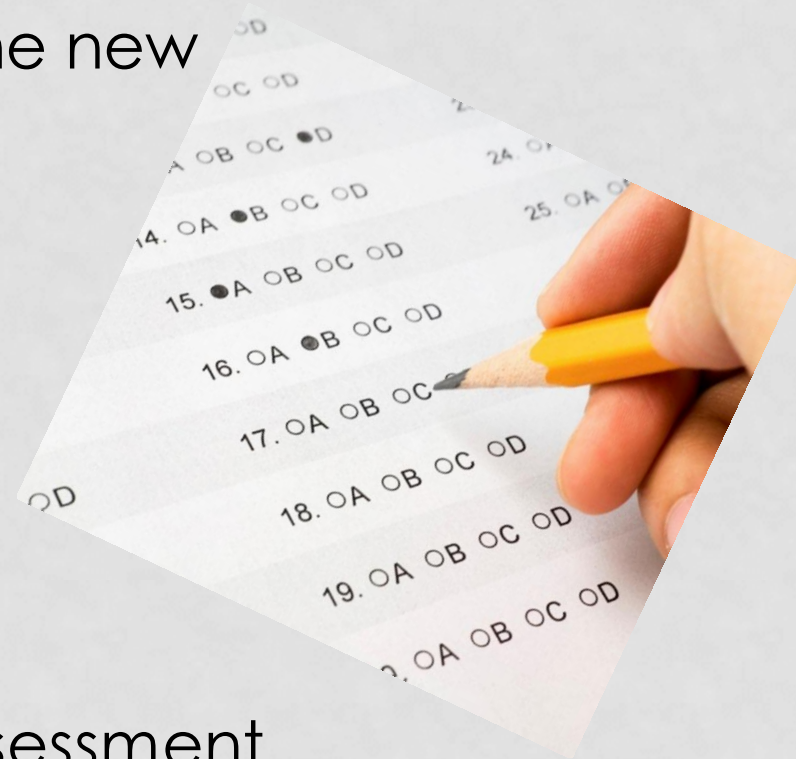
- Continue testing grades 1-12 students with AZ-2 for PLACEMENT throughout the 2012-2013 school year.
(Use Kindergarten Placement Test for K students.)
- If a new student is tested with AZ-2 for PLACEMENT before/during the test window, the Spring 2013 test ALSO needs to be administered for REASSESSMENT.

ALL KINDERGARTEN PHLOTE* STUDENTS WILL BE TESTED WITH SPRING 2013 AZELLA

Because this is the first year of the new
Kindergarten Placement Test,

ALL

Kindergarten PHLOTE* students,
regardless of their score on the
Kindergarten Placement Test,
will participate in the
Spring 2013 AZELLA annual reassessment.



*Students with a response of a language other than English on the Home Language Survey

KINDERGARTEN STUDENT TESTING

What if an IFEP Kindergarten student scores less than proficient on the Spring 2013 AZELLA?

1st
Grade

- Student will be ELIGIBLE for placement into the ELL program services for 2013-2014.
- If educators and parents decide to place an eligible student into an ELL program, the student will be considered ELL for 2013-2014.
- Enter language participation code in SAIS.
- Similar to ELL-AR.

TEST PURPOSE REASSESSMENT *AND* PLACEMENT

In an effort to be more consistent with test purpose terminology.....

“Reassessment”

- Applies only to the Spring annual reassessment
15-756.05 (A)

“Placement”

- Applies to NEW PHLOTE students
- ELL/FEP students who did not take annual reassessment and are tested to ensure proper placement for ELL program services (likely the following fall).

DO I TEST A STUDENT WITH CONTRADICTIONARY PHLOTE FORMS?



Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code
Responses to these statements will be used to determine
English Language Proficiency.

1. What is the primary language used in the home by the student? Spanish
2. What is the language most often spoken by the student?
3. What is the language that the student first learned to speak?

Student Name Maria Elena
Date of Birth Dec 29, 2005
Parent/Guardian Signature Claudia Morales
District or Charter Southwest
School XYZ Elementary

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.
In SAIS, please indicate the student's home or primary language.

1535 West Jefferson Street, Phoenix, Arizona 85007



Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-3-306(B)(1), (2)(a)-(c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? English
2. What is the language most often spoken by the student? English
3. What is the language that the student first learned to speak? English

Student Name Maria Elena Student ID _____
Date of Birth 12/29/05 SAIS ID _____
Parent/Guardian Signature Claudia Morales Date 8/2/12
District or Charter Arizona Unified District
School ABC Elementary

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.
In SAIS, please indicate the student's home or primary language.

1535 West Jefferson Street, Phoenix, Arizona 85007 • 602-542-0753 • www.azed.gov/oeas

- Check the SDELL70 Report
- Meet with the parents to reconcile any PHLOTE discrepancies
- If a student is ELL in SAIS, that student continues as ELL until scoring proficient
- Reporting English-English-English alone does not change a qualified ELL student's status

Don't get caught on your 95% tested!

GUIDELINES FOR MID-YEAR TESTING

- Student's most recent AZELLA is Intermediate
- Student is in an SEI classroom
- Student has a portfolio of work that demonstrates English proficiency
- Student is recommended by his/her ELL teacher
- If Proficient, the student will be moved to mainstream mid-year
- LEA submits list of participating students to AZELLA@azed.gov by December 14
- Mid-year testing between November 1 and December 14
- Response sheets marked as "Placement"

AZELLA is a summative assessment. Classroom assessments should be used during the school year to monitor student progress.

PLACEMENT TESTING IN 2013-2014

New versions of the AZELLA Placement Tests will be available for 2013-2014. AZELLA AZ-2 will no longer be used.

Guidance to be included in upcoming training:

- Materials ordering
- Hand scoring
- Scoring cycles for 2013-2014
- Testing students who have gained sufficient English proficiency to be tested at the beginning of the 2013-2014 school year.

REPORTS

SCORE REPORTS IN PEARSONACCESS

Electronic reports
May 16, 2013

Paper reports
May 28, 2013

IMPACT OF LATE SCORE REPORTS

- LEAs can provide parent notice at the beginning of the new school year when placement decisions are made.
- Reclassification rates used for AMAOs and School Labels A-F will be calculated by ADE Research & Evaluation directly from Pearson data.
- LEAs need to record reclassification withdrawal transactions in SALS by June 30, 2013.

REPORTS *(CHANGE OVERVIEW)*

New Score Reports coming in May 2013

Overall Proficiency level – *changing*

Domain Proficiency levels – *changing*

Additional scores – *changing*

Scale Scores - *changing*

INDIVIDUAL STUDENT SCORE REPORTS

Student Report

AZELLA

Arizona English Language Learner Assessment
Spring 2013

John Huppenthal
Superintendent of Public Instruction



How did Firstname perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

- ☒ **Proficient:** Students at this level have the ability to readily and appropriately comprehend and communicate in English. They demonstrate the ability to use age appropriate English.
- ☐ **Intermediate:** Students at this level have a general ability to comprehend and communicate in English, but have limited vocabulary to respond consistently.
- ☐ **Basic:** Students at this level have general ability to comprehend and communicate in English, but have limited vocabulary to respond consistently. They demonstrate limited ability to orally communicate basic needs and ideas in English.
- ☐ **Pre-Emergent / Emergent:** Students at this level have very limited ability to comprehend and communicate in English. They may be able to respond using gestures and isolated words. They will require a considerable amount of instruction and practice in order to gain the skills needed to achieve English proficiency.

Student: **LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARACTERS I.**

SAIS ID#: **12345678** Birth Date: **mm/dd/ccyy** Grade: **K**
 Test Date: **mm/dd/ccyy** Other Information: **999999999**
 Language Program as of Test Date: **STRUCTURED ENGLISH IMMERSION**
 Dist-Sch #: **999999999-999999999**
 School Name: **SCHOOLNAME35CHARACTERSWWWWWWWWWWWWWWWW**
 District Name: **DISTRICTNAME35CHARACTERSWWWWWWWWWWWWWWWW**

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	1320				
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading	375			
	*Writing	390			
	Listening	360			
	Speaking	397			
Additional Scores	Language (Conventions/Vocabulary)	310			
	Oral (Listening/Speaking)	307			
	Comprehension (Reading/Listening)	330			

INDIVIDUAL STUDENT SCORE REPORTS

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AZELLA
Arizona English Language Learner Assessment
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SAIS ID#: **12345678**

Birth Date: **mm/dd/ccyy**

Grade: **K**

Test Date: **mm/dd/ccyy**

Other Information: **999999999**

Language Program as of Test Date:

STRUCTURED ENGLISH IMMERSION

Dist-Sch #: **99999999-99999999**

School Name: **SCHOOLNAME35CHARACTERSWWWWWWWWWWWWWWWW**

District Name: **DISTRICTNAME35CHARACTERSWWWWWWWWWWWWWWWW**

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	Oral (Listening/Speaking)	307			
	Comprehension (Reading/Listening)	330			

OVERALL PROFICIENCY

3 criteria are required to be determined
English proficient

Overall proficiency level
is no longer determined solely by the AZELLA Composite Score.



Proficient: Total Combined Score*



Proficient: Reading Domain



Proficient: Writing Domain

* Formerly called Composite Score

A

OVERALL PROFICIENCY LEVELS REPORTED

Stages I-V

Not reported as a scale score!!!

- Proficient
- Intermediate
- Basic
- Pre-Emergent/Emergent

B

TOTAL COMBINED SCORE & PROFICIENCY LEVELS REPORTED

4 digit scale score
4 proficiency levels

STAGES I-V

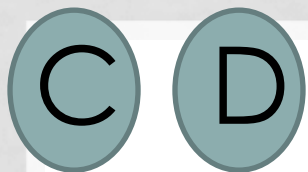
Proficient

Intermediate

Basic

Pre-Emergent/Emergent

NEW !!



DOMAIN AND ADDITIONAL SCORE & PROFICIENCY LEVELS REPORTED

3 digit scale score
3 proficiency levels

STAGES I-V

Proficient

Intermediate

Pre-
Emergent/Emergent/Basic

NEW !!

SCORES REPORTED

SUMMARY

Total Combined Score

Reading

Writing

Listening

Speaking

Language (Conventions and Vocabulary)

Oral (Listening and Speaking)

Comprehension (Reading and Listening)

Literacy (Reading and Writing) reported on student data file, ONLY

3 criteria

are required to be determined **OVERALL**

English Proficient

**This determination
is no longer a single scale score.**

Test Information Blueprint

BLUEPRINT SUMMARY

- Stage I 49 items 64 points
- Stage II 58 items 74 points
- Stage III 66 items 80 points
- Stage IV 70 items 84 points
- Stage V 70 items 84 points

VERTICAL SCALE ITEMS

NEW ITEM DEVELOPMENT SLOTS

- This test includes ADDITIONAL items that cross grades in order to create a vertical scale for Stages I-V.
- These items do not count toward the student's score.
- In the future these test item "slots" will be used to develop new items, so that a stand-alone field test will not be needed.

STAGE I

- **Listening**
 - 14 Multiple Choice Questions
- **Speaking**
 - 7 Open-Ended Questions
 - 10 Repeat Items (worth 4 points total)
- **Pre-reading**
 - 9 Multiple Choice Questions
- **Pre-writing**
 - 9 short Answer Questions

STAGE II

- **Listening**
 - 14 Multiple Choice
- **Speaking**
 - 7 Open-Ended Questions
 - 10 Repeats (worth 4 points total)
- **Reading**
 - 18 Multiple Choice Questions
 - 3 Short Answer Questions (within Speaking test)
- **Writing**
 - 13 Multiple Choice Questions
 - 2 Extended Responses (plus one additional vertical link/field test slot)

STAGE III

- **Listening**
 - 14 Multiple Choice
- **Speaking**
 - 7 Open-Ended Questions
 - 10 Repeats (worth 4 points total)
- **Reading**
 - 23 Multiple Choice Questions
 - 3 Short Answer Questions (within Speaking test)
- **Writing**
 - 16 Multiple Choice Questions
 - 2 Extended Responses (plus one additional vertical link/field test slot)

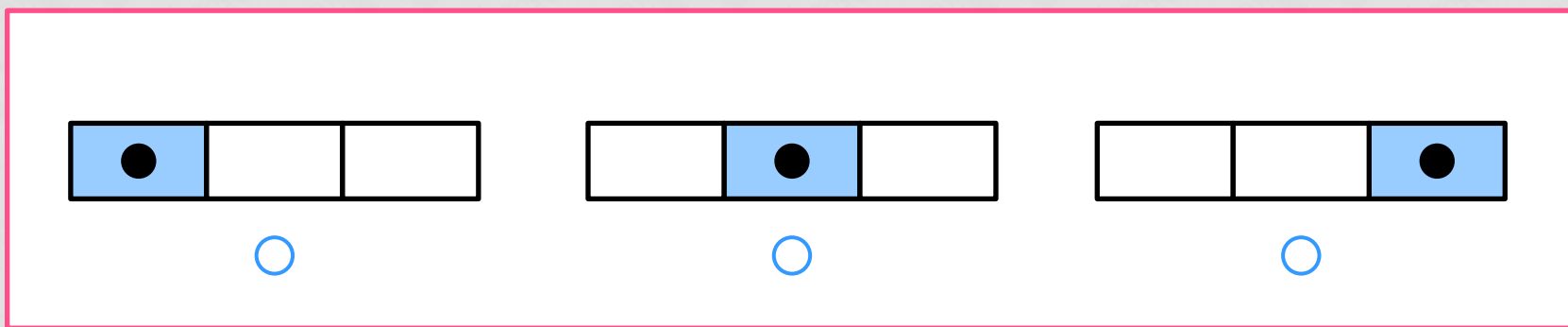
STAGE IV

- **Listening**
 - 14 Multiple Choice
- **Speaking**
 - 7 Open-Ended Questions
 - 10 Repeats (worth 4 points total)
- **Reading**
 - 26 Multiple Choice Questions
 - 2 Short Answer Questions (within Speaking test)
- **Writing**
 - 18 Multiple Choice Questions
 - 2 Extended Responses (plus one additional vertical link/field test slot)

STAGE V

- **Listening**
 - 14 Multiple Choice
- **Speaking**
 - 7 Open-Ended Questions
 - 10 Repeats (worth 4 points total)
- **Reading**
 - 28 Multiple Choice Questions
- **Writing**
 - 18 Multiple Choice Questions
 - 2 Extended Responses (plus one additional vertical link/field test slot)

ITEM TYPE – ELKONIN BOXES



Look at the sets of boxes.

Listen to the words: tot, lot. Which sound is different – the first, the middle, or the last? Listen to the words again: tot, lot.

Fill in the circle under the set of boxes that shows where the sound is different in the words.

SPEAKING TEST TIPS

- Use a quiet room
- Avoid loudspeaker announcements
- Avoid loud A/C noise
- Outside noise
- Don't rustle papers near the phone

Test Information Rubrics

RUBRICS

Vary by Stage

Writing

- 4 point
- 3 point
- 2 point

Speaking

- 1 & 2 point/ Stage I
- 4 point / Stage II-V
- 7 point Repeats / All Stages
 - Fluency
 - Pronunciation
 - Accuracy

WRITING --- RUBRICS

WRITING RUBRIC

HOLISTIC SCORING

- The actual responses will often demonstrate a variety of skills attributed to multiple score points.
- The holistic score becomes the “best fit” score for the response.
- A proficient student must demonstrate skills that will allow him or her to transition into a mainstream classroom.

WRITING RUBRICS – STAGE I

CAPITALIZATION AND PUNCTUATION

Points	Descriptors
1	<p>Student responds correctly.</p> <ul style="list-style-type: none">• Student marks the correct word in response to the prompt OR• Student writes the correct end mark.<ul style="list-style-type: none">• Reversed question marks are acceptable for questions, but upside down question marks are not acceptable. An exclamation point may be used interchangeably with a period for statements.• More than one end mark is not acceptable even if one of them is the correct end mark.
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none">• Blank page, illegible or unintelligible response, evidence of teacher interference or student cheating .

WRITING RUBRICS – STAGE I

WRITING CONVENTIONS

Points	Descriptors
2	Student demonstrates the ability to correctly write English letters, words, or sentences with proper spacing.
1	<p>Student response demonstrates an attempt to write letters, words, or sentences with proper spacing in English.</p> <ul style="list-style-type: none">• Letters are recognizable but may be backwards or placed incorrectly (e.g., Я for R).• Spacing between letters and/or words is inconsistent.• Words may contain transposition of letters (e.g., wrod for word, Marai for Maria).• Words may contain a capitalization error (e.g., maria for Maria, fiGht for fight).• Lower and upper case letters are interchangeable at the beginning of single-word prompts.
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none">• Blank page, language other than English, illegible or unintelligible response, evidence of teacher interference or student cheating.

WRITING RUBRICS – STAGE I

SIMPLE SENTENCES

Points	Descriptors
2	<p>Student response demonstrates the ability to write one or more English sentence(s).</p> <ul style="list-style-type: none">• Response has subject-verb agreement.• Response has one error or omission in beginning capitalization and/or end punctuation.• Spelling errors or phonetic spellings that do not impede comprehension are acceptable.
1	<p>Student response demonstrates an attempt to write a sentence.</p> <ul style="list-style-type: none">• Response has subject-verb agreement error.• Response has more than one error or omission in beginning capitalization and/or end punctuation.• Word order impedes clarity.• Spelling errors impede the meaning of words. Attempts at phonetic spelling are not recognizable.
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none">• Blank page, language other than English, illegible or unintelligible response, evidence of teacher interference or student cheating.

WRITING RUBRICS – STAGES I & II

CREATING SENTENCES

Points	Descriptors
3	<p>Student response is at least two English sentences which include ideas, actions, and/or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.</p> <ul style="list-style-type: none"> • Ideas and details are present. • Errors in subject-verb agreement are not evident. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Minor spelling errors do not impede meanings of words. Phonetic spelling is acceptable.
2	<p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none"> • Ideas and details may be vague but are present. • Minimal errors in subject-verb agreement are noted. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Word order impedes clarity. • Minor spelling errors begin to impede word meaning. Phonetic spelling is acceptable.
1	<p>Student response includes an attempt to write English sentences.</p> <ul style="list-style-type: none"> • Ideas and details are vague and/or non-existent. • Errors in subject-verb agreement confuse the reader. • No consistent evidence of capitalization or punctuation is noted. • Spelling errors impede the meanings of words. Phonetic spellings are not recognizable.
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> • Blank page, language other than English, illegible or unintelligible response, or evidence of teacher interference or student cheating.

5-POINT RUBRIC

Summary

- 4/5 Scores of 4 or 5 must demonstrate writing skills that will enable the student to enter a mainstream English classroom and continue writing instruction without daily remediation.
- 3 A 3-point score demonstrates progress in written English communication, but errors indicate the student is not prepared to enter a mainstream classroom without daily remediation.
- 2 A score of 2 demonstrates difficulty formulating written English.
- 1 A 1-point score indicates a lack of skill in written English.
- 0 A 0-point score indicates an inability to write letters or words in English or is blank, illegible, off-topic, or in a language other than English.

WRITING RUBRIC – STAGES III, IV, & V

EXTENDED RESPONSE

Score 5

Ideas are expressed and developed clearly; conventions of standard English are successfully incorporated; sentences are varied with both simple and complex structures; writing is organized and clearly moves from one sentence to the next; writing is focused and descriptive. A 5-point score will include:

- An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate.
- Command of grammar (including syntax) and usage with few or no errors.
- Correct capitalization and end punctuation; infrequent errors in internal punctuation.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- Recognizable organization that allows the reader to follow the text from beginning to end.
- Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate.
- Prompt/question addressed either in a statement or with clear implication.

WRITING RUBRIC – STAGES III, IV, & V

EXTENDED RESPONSE

Score 4

Main idea is evident and development is present. Writing includes minimal errors in standard English conventions that do not impede communication of the text. There is variation in sentence structures; simple sentences prevail. Vocabulary is appropriate. Student uses transitions although they are repetitive or missing at times. A 4-point score will include:

- An idea and details or characters and setting as appropriate.
- Minimal errors in grammar (including syntax) and usage that do not impede communication.
- Infrequent errors in capitalization and punctuation do not impede communication.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- An organization that incorporates transitional words to guide the reader through text, from beginning to end.
- Words and phrases that address the topic and audience using academic language although inconsistencies are noted.
- Evidence of connection to the prompt/question, stated or implied.

WRITING RUBRIC – STAGES III, IV, & V

EXTENDED RESPONSE

Score 3

Main idea is present; few details are evident although some are general. Writing includes errors in standard English conventions which impede communication. There is a hint of sentence variation, but attempts are often unsuccessful. Vocabulary is limited. A 3-point score will include:

- Main idea present; details randomly placed; simplistically stated character(s) and/or setting as appropriate.
- Errors in grammar (including syntax) and usage that begin to confuse the reader.
- Frequent errors in capitalization and punctuation that begin to impede communication.
- Frequent spelling errors that begin to impede the reader's comprehension.
- Organization difficult to follow; transitions often missing; beginning and/or ending that may be missing.
- Repetitive use of words and phrases.
- Some evidence of connection to the prompt/question stated or implied.

WRITING RUBRIC – STAGES III, IV, & V

EXTENDED RESPONSE

Score 2

Main idea is discernible; details are not always tied to an idea and are sometimes off topic. Errors in standard English conventions impede communication. Sentences are often incomplete or are simplistic in structure. Vocabulary is limited and repetitive. A 2-point score will include:

- Ideas vague and/or simplistic; details sometimes unrelated; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- Beginning capitalization and end punctuation are often incorrect. Internal punctuation not correct if used.
- Spelling errors that impede the reader's comprehension.
- Organization non-existent; no cohesiveness among the sentences; beginning and ending missing.
- Repetitive and/or incorrect words and phrases.

WRITING RUBRIC – STAGES III, IV, & V

EXTENDED RESPONSE

Score 1

No main idea is present; there is only a list of English words and phrases with no connection to one another. The use of standard English conventions is not evident. Sentences are incomplete or are random words strung together. Vocabulary is the repetition of a few words that offer no cohesive meaning. A 1-point score will include:

- Absence of ideas; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- No consistent evidence of capitalization and punctuation.
- Spelling errors that impede the reader's comprehension.
- Organization non-existent; no cohesiveness among the words and phrases; beginning and ending missing.

WRITING RUBRIC – STAGES III, IV, & V

EXTENDED RESPONSE

Score 0

A 0-point score is applied in any of the following conditions:

- Blank page
- Language other than English
- Off-topic response
- Restatement or copying of the prompt
- Illegible or unintelligible response
- Evidence of teacher interference or student cheating

SPEAKING

RUBRICS

SPEAKING RUBRIC - STAGE I

SPOKEN RESPONSE TO A PROMPT

Focus on: ability to respond to a prompt or question in intelligible English.

Points	Descriptors
1	<p>Student responds correctly in clear and intelligible English with correct pronunciation.</p> <ul style="list-style-type: none">• Response fits question or prompt.
0	<p>Student does not respond in clear and intelligible English.</p> <ul style="list-style-type: none">• No response is given.• Partial response is given.• Response is in a language other than English.• Response is unintelligible.• Response does not fit question or prompt.• Response has evidence of teacher interference.

SPEAKING RUBRIC - STAGE I

SPOKEN RESPONSE TO A PROMPT – COMPLETE SENTENCES

Measure intelligible English with correct grammar, not number of sentences.

Points	Descriptors
2	Student correctly responds using one or more complete English sentences. <ul style="list-style-type: none">• Response is grammatically correct with intelligible pronunciation.
1	Student attempts to respond with one complete English sentence. <ul style="list-style-type: none">• Response has no more than one non-English word used.• Response has no more than one error in grammar (including syntax) and pronunciation errors do not impede comprehension.
0	Student does not respond in clear and intelligible English. <ul style="list-style-type: none">• No response is given.• Partial response is given.• Response is in a language other than English.• Response is unintelligible.• Response does not fit question or prompt.• Response has evidence of teacher interference.

SPEAKING RUBRIC - STAGES II & III

SEGMENT WORDS INTO SYLLABLES

Points	Descriptors
1	Student segments English words into correct number of syllables. <ul style="list-style-type: none">• All syllables are clear and correct.
0	Student does not segment English words into syllables. <ul style="list-style-type: none">• No response is given.• Partial response is given.

SPEAKING RUBRIC - STAGE II

DECODING

Points	Descriptors
3	Student correctly decodes all three words using intelligible English.
2	Student correctly decodes two of the three words using intelligible English.
1	Student correctly decodes one of the three words using intelligible English.
0	Student incorrectly decodes all three words. <ul style="list-style-type: none">• No response.

SPEAKING RUBRIC - STAGES III & IV

DECODING

Points	Descriptors
1	Student correctly decodes three words using correct and understandable English.
0	Student incorrectly decodes one or more words using intelligible English. <ul style="list-style-type: none">• Partial response.• No response.

SPEAKING RUBRIC - STAGES II, III, IV, & V

USING TWO OR MORE COMPLETE SENTENCES

Points	Descriptors
4	<p>Student formulates a response in correct understandable English using two or more sentences based on given stimuli.</p> <ul style="list-style-type: none">• Student responds in complete declarative or interrogative sentences.• Grammar (including syntax) errors are not evident and do not impede communication.• Student responds with clear and correct pronunciation.• Student responds using correct syntax.
3	<p>Student formulates a response in understandable English using two or more sentences based on a given stimuli.</p> <ul style="list-style-type: none">• Student responds in complete declarative or interrogative sentences.• Students have minor grammatical (including syntax) errors.• Student responds with clear and correct pronunciation.

SPEAKING RUBRIC - STAGES II, III, IV, & V

USING TWO OR MORE COMPLETE SENTENCES

(CONTINUED)

Points	Descriptors
2	<p>Student formulates an intelligible English response based on given stimuli.</p> <ul style="list-style-type: none">• Student does not respond in two complete declarative or interrogative sentences.• Student responds with errors in grammar (including syntax).• Student attempts to respond with clear and correct pronunciation.
1	<p>Student formulates erroneous responses based on given stimuli.</p> <ul style="list-style-type: none">• Student does not respond in complete declarative or interrogative sentences.• Student responds with significant errors in grammar (including syntax).• Student does not respond with clear and correct pronunciation.
0	<ul style="list-style-type: none">• Student formulates responses in non-English.• Student does not respond.

REPEAT ITEM RUBRIC

10 items ... total value is 4 points of the Speaking sub-test score

Fluency: *Smooth, rapid speaking; evidenced by appropriate rhythm, phrasing, pausing, and word emphasis in continuous speech.*

- Candidate utterance exhibits smooth, fluid, and connected rhythm and phrasing and appropriate word emphasis.
- Candidate utterance does not contain any repetitions or false starts.
- Candidate utterance does not contain any hesitations or pauses.

Pronunciation: *ability to produce consonants, vowels and stress clearly and accurately in sentence context; also, knowledge of the phonological form (phonemes and lexical stress) of everyday words.*

- All vowels and consonants are pronounced clearly, accurately, and unambiguously.
- Speech is immediately and certainly understood.
- Stress is placed correctly in all words, and sentence level stress is appropriate.

What's
Ahead

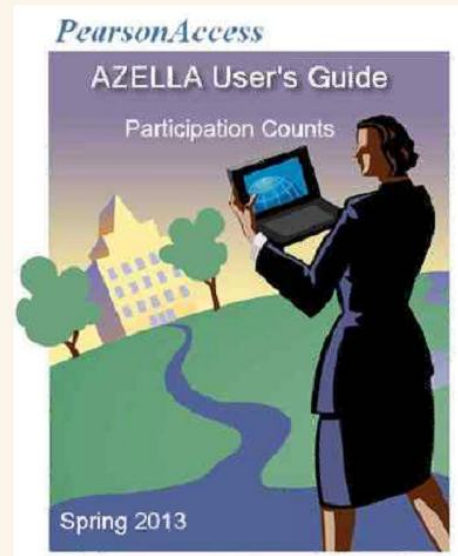
PEARSONACCESS USER'S TRAINING

PARTICIPATION COUNTS VIDEO

PearsonAccess **AZELLA User's Guide**

Spring 2013 Participation Counts

Users Guide and Training Video
posted at
Arizona AZELLA/Related Links



Support Center
1-888-705-9421
option 2

STANDARD SETTING

- May 6-8, 2013
- 75 participants
- Proficiency level cut scores by
 - Stage
 - Domain
 - Grade
- Use of impact data

*More information at “Inside Story” presentation
Thursday, 11:00am*

SUMMER TRAINING

Training designed for use of AZELLA score reports to improve instruction; OELAS collaboration

- Grouping by proficiency level
- Links to the English Language Proficiency Standards
- Links to English Language Development Methods

PLACEMENT TESTING 2013-14

- Training on the Stages II – V Placement tests will be included in the 2013-2014 training.

(Scheduled for Summer 2013)

- Forms stay in the district
- Forms can be hand-scored for preliminary placement

NCEO STUDY KINDERGARTEN PLACEMENT TEST

NCEO – National Center on Educational Outcomes

- Study includes:
 - Test Training
 - Test Administration Practices
 - Test make-up
 - Are the right students being identified?

Many districts across the state have already participated in surveys and interviews.

NCEO STUDY PROPOSED ACTIVITIES

- Observation/Cognitive Labs
- Surveys
- Focus Groups
- Case Study
- Longitudinal Confirmation Analysis

NCEO STUDY KINDERGARTEN PLACEMENT TEST

NCEO – National Center on Educational Outcomes

The National Center on Educational Outcomes (NCEO) was established in 1990 to provide national leadership in designing and building educational assessments and accountability systems that appropriately monitor educational results for all students, including students with disabilities and English Language Learners (ELLs).

NCEO STUDY

KINDERGARTEN PLACEMENT TEST

NCEO – National Center on Educational Outcomes

Since its establishment, NCEO has been:

- Working with states and federal agencies to identify important outcomes of education for students with disabilities.
- Examining the participation of students in national and state assessments, including the use of accommodations and alternate assessments.
- Evaluating national and state practices in reporting assessment information on students with disabilities.
- Bridging general education, special education, and other systems as they work to increase accountability for results of education for all students.
- Conducting directed research in the area of assessment and accountability.

NCEO STUDY

KINDERGARTEN PLACEMENT TEST

- Kindergarten Focus groups forming to begin in January 2013. (Participants invited)
- Structured online discussion group.
- NCEO will report in July 2013.

FEP TEST CHANGES

- Proposal to create a shorter test
- Focus on High Intermediate and Proficient
- Can lead to full AZELLA
- Still under discussion

HEADS UP PARALLEL STUDY IN OCR RESOLUTION

- OCR Requirement
- Parallel Forms study
- 4000 students
- 1000 students at grades 2, 4, 6, and 9 take both forms

REMINDER

“ELL Students in the A-F and AMAO
Accountability System”

Hilde Cohen, Research and Evaluation
Friday, December 14, 11:00-12:15

Arizona Room 10-11

Questions?